

JOB SATISFACTION OF FACULTY IN THE COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES ON THE COLUMBUS CAMPUS

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University

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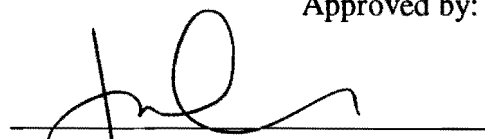
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DEDICATION

This achievement is dedicated to my family and friends who have provided support and understanding throughout my work on this project and degree.

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I would like to express my sincere gratitude to the many individuals who guided, counseled, and inspired me to undertake and complete this project. Specifically, I would like to extend a thank you to the following people:

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FIELDS OF STUDY

Major Field: Agricultural Education

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CHAPTER I

Introduction

The most important information to have regarding an employee in an organization is a validated measure of his or her level of job satisfaction (Roznowski & Hulin, in Judge, Hanisch, & Drankoski, 1995). The foundation for job satisfaction or job motivation theory was introduced by Maslow with the five-stage hierarchy of human needs, now recognized as the deprivation/gratification proposition (Geen, Beatty, & Arkin, 1984, in Mertler, 1992). The premise of the deprivation/gratification proposition is that when an individual identifies a need which is not being met, behavior occurs which is directed toward gratifying the need (Mertler, 1992).

To describe need gratification, which includes job satisfaction, Herzberg, Mausner, and Snyderman (1959) developed the Motivator-Hygiene Theory. According to Herzberg et al., the Motivator-Hygiene Theory stated that jobs have factors, which lead to satisfaction or a neutral state of being. Job satisfaction factors or motivator factors allow individuals to reach their psychological potential and were usually associated with the work itself. Motivator factors identified by Herzberg et al., were achievement, recognition, work itself, responsibilities, and advancement. Job dissatisfaction or hygiene factors were associated with the work environment and included: pay, working conditions, supervision, company policy, and interpersonal relationships. Hygiene factors were pursued to prevent job dissatisfaction or discomfort. Hedley (1985), cautioned researchers not to measure job satisfaction/dissatisfaction factors separately

when assessing an individual's level of overall job satisfaction. Other discoveries were made with regard to the implications of job satisfaction.

An implication of job satisfaction research throughout the disciplines of social psychology, organizational behavior, and human resource management was the everlasting assumption that job satisfaction and performance should be related. The relationship was not found to be strong between an individual's level of satisfaction and productivity (Bullock, 1984). Vroom (1964) reviewed 20 studies and discovered the median correlation between job satisfaction and performance in each of the studies to be non-significant. More recently, Iaffaldano and Muchinsky (1985), conducted a meta-analysis study to obtain a conclusive report regarding the correlation between satisfaction and performance. In light of statistical advances, larger sample sizes, and improved measurement techniques, Iaffaldano and Muchinsky revealed a non-significant correlation very similar to the correlation between satisfaction and performance discovered by Vroom (1964).

Justification for the need to investigate job satisfaction was exemplified in the seemingly observed relationship between the levels of job dissatisfaction and turnover, absenteeism, and tardiness. The rate of turnover was reported as the most consistent measure related to job satisfaction (Padilla-Vellez, 1993). According to Padilla-Vellez, the greatest concern with regard to turnover is associated with the unfavorable conditions, which were placed upon an organization. Turnover impacts an organization by: 1) increasing costs related to recruiting, selecting, and training new employees; 2) reducing the morale of employees who remain with the organization; 3) reducing relationships among employees; 4) projecting an unfavorable image to those who remain informed

about the organization; 5) interrupting daily activities; and, 6) by diminishing the opportunity for the organization to grow (Mowday, 1984).

Concern for employee satisfaction and turnover was important to universities. This was exemplified in The Ohio State University's College of Food, Agricultural, and Environmental Sciences vision, which stated in part that, "We value employees and their job satisfaction." With faculty being responsible for the education of students, research in their chosen area of study, and many other responsibilities (Poling, 1990), faculty are considered integral to the success of any university. Therefore, measuring the satisfaction of faculty members was an important step to prevent negative organizational behavior (Mowday, 1984).

Faculty membership is a type of job that is unique in that often, especially at land grant universities, faculty may have split appointments between research, teaching, and extension (Poling, 1990). Split appointments create a problem in measuring job satisfaction because the faculty member usually receives funding and supervision from two or more sources. Also, the faculty member may have experienced role ambiguity, or confusion about what their job actually was (Poling, 1990). Similarly, role conflict occurred as the roles of researcher and teacher were in competition with each other for time from the faculty (Poling, 1990). These problems created difficulty in measuring job satisfaction/dissatisfaction because faculty may not be clear on how to respond to questions regarding job satisfier and job dissatisfier factors. Moreover, role conflict may have caused a faculty member to be satisfied or dissatisfied with one role, but not the entire job; or specific satisfier/dissatisfier factors within each role (Poling, 1990).

In a study of faculty job satisfaction at Eastern Utah University, Seegmiller reported results along Herzberg et al.'s motivator/hygiene theory. Seegmiller (1977), reported that achievement, personal growth, recognition, responsibility, and work itself all led to satisfaction. Also, Seegmiller concluded that salary, administration, and policy resulted in dissatisfaction among faculty. The work itself, supervision, personal relationships, achievement, recognition, responsibility, enthusiasm about teaching, and student growth were all found to be significantly related to overall job satisfaction (Seegmiller, 1977).

Diener (1984) conducted a study of nine different colleges in the south with similar results as those reported by Seegmiller (1977). Diener discovered that advancement, work itself, and student growth were most significant in relation to job satisfaction. The working conditions, salary, policy, interpersonal relationships, and a lack of recognition were most significant in relation to job dissatisfaction (Diener, 1984). It should be noted that according to Herzberg's theory, recognition is a job satisfier factor, but was found in the Diener (1984) study to contribute to dissatisfaction because of its absence. The findings of the Diener (1984) study concerning the relationship between working conditions, salary, policy, and interpersonal relationships and job dissatisfaction did support the Motivator/Hygiene theory. The relationships between job satisfaction and work itself and advancement also supported Herzberg's theory (Diener, 1984).

In both of the studies (Seegmiller, 1977; Diener, 1984), a majority of the faculty were found to be satisfied with their jobs. Diener theorized about why the percentage of satisfied faculty was extremely high. Faculty tended to have a well developed

understanding of the system in which they were working, because of the length of time that they spent at universities in pursuit of their own degrees (Diener, 1984). Diener also highlighted upon the motivator factor of advancement by referring to faculty as having a strong interest in personal development.

A study of faculty with split appointments at The Ohio State University (Poling, 1990) yielded slightly different results than the studies conducted by Diener(1984) and Seegmiller (1977). The relationship between job satisfaction and satisfier and dissatisfier factors was not investigated. However, Poling's (1990) study did find the variable with the strongest relationship to overall job satisfaction was that of the values matching between the employer (organization) and employee. The values match between organization and employer was determined using the respondents' answers in a section of the instrument that was developed by Poling. The values match section contained nine questions and used a six point Likert type scale (Poling, 1990). Poling focused on the relationship between job satisfaction and demographic variables and self-esteem, performance, and values match, rather than its relationship to the Motivator/Hygiene factors. Poling reported that over 85% of faculty surveyed were satisfied with their jobs. Moreover, Poling found no significant relationships between any demographic characteristics and the overall job satisfaction.

In the Poling (1990), Diener (1984), and Seegmiller (1977) studies, involving eleven different universities, there was little evidence of significant relationships between demographics and overall job satisfaction. Only Seegmiller's (1977) study at Eastern Utah reported any evidence of a relationship between demographics and selected satisfier/dissatisfier factors. Seegmiller (1977) found that females were more satisfied

with personal relationships, and more dissatisfied with policy, salary, and supervision. Overall, demographics did not seem to have a significant effect on any determination of job satisfaction, except in isolated cases.

However, it is still important to study the relationship between demographics and job satisfaction for several reasons. Cano, Castillo, and Conklin (1997) suggested that demographic characteristics should continue to be investigated because of discrepancies found among male and female agricultural educators. Evidence is needed to support whether or not the relationship between gender and job satisfaction at Eastern Utah (Seegmiller, 1977) was a unique occurrence or a potential problem with faculty job satisfaction. As nondiscriminatory organizations, universities wish to avoid favoring specific groups of employees. Therefore, it is important for the university to know if there are any significant relationships between specific demographic variables and job satisfaction.

Statement of the Problem

Job satisfaction is a concept that has been studied extensively by many researchers. Cranny, Smith and Stone (1992) estimated that over 5,000 articles and dissertations studying job satisfaction have been written. Many studies have had a primary focus towards business and industry. There has been limited research concerning the job satisfaction of educators (Padilla-Vellez, 1993).

The College of Food, Agricultural, and Environmental Sciences, formerly the College of Agriculture, at The Ohio State University, has developed a vision statement, which states that: "We value our employees and their job satisfaction." There is no

recent measure of the level of the College of Food, Agricultural, and Environmental Sciences faculties' job satisfaction.

Purpose and Objectives

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. In addition, the study investigated the overall level of job satisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences. To guide this study the following research objectives were formulated.

1. Describe selected demographic characteristics of faculty of the College of Food, Agricultural, and Environmental Sciences at The Ohio State University.
2. Describe the relationship between faculty's level of job satisfaction and selected demographic variables by gender.
3. Describe the differences between overall job satisfaction score of faculty by gender.
4. Describe the differences between job satisfier factor scores of faculty by gender.
5. Describe the differences between job dissatisfier factor scores of faculty by gender.
6. Describe the relationship between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and overall job satisfaction of faculty by gender.
7. Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

Significance of the Study

Job satisfaction has been shown to have a relationship to employee turnover and absenteeism (Padilla-Vellez, 1993). Turnover and absenteeism in turn may influence the effectiveness and future success of faculty. The results of the current study will give insight into the level of job satisfaction of faculty members of the College of Food, Agricultural, and Environmental Sciences. The administration of the College of Food, Agricultural, and Environmental Sciences, as well as the administrators of other colleges and universities, can use the results of this study to learn what their faculty members enjoy most and dislike most about their jobs. Faculty members themselves, other university employees, potential applicants for new faculty positions, and potential students will find value in the results of this study.

The relationships between demographic variables such as age, years of experience, years at institution, gender, and highest degree earned and level of job satisfaction will also be investigated. With a faculty base expanding in diversity, it will become more important to all universities to ensure that there are not differences in satisfaction because of demographic characteristics. Also, if any problems are discovered, administration can focus their efforts on solving the current problems and preventing future ones.

In the likelihood that job dissatisfaction is encountered, the administration of the College of Food, Agricultural, and Environmental Sciences can also work to reduce job dissatisfaction among its faculty, which may have many benefits. With evidence of satisfied faculty, it may be easier to attract new faculty members. Absenteeism and turnover of faculty may also be reduced. Applicants for new positions are more likely to

try to gain employment in an organization with a reputation for having satisfied employees.

Faculty members themselves, both at The Ohio State University's College of Food, Agricultural, and Environmental Sciences and other universities will find the results of this study of value. By knowing what factors lead to a faculty being more satisfied and more dissatisfied, faculty can work to prevent their own dissatisfaction. Faculty can also compare their personal level of job satisfaction with that of their co-workers.

Limitations of the Study

The study was limited to the faculty of the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. The study was further limited to include only the faculty located at the Columbus campus. Finally, the study was limited to include all faculty of the College of Food, Agricultural, and Environmental Sciences at the Columbus campus, who were not in administration.

Definition of Terms

1. Level of Job Satisfaction:

Level is defined as an extent, measure, or degree of achievement (Webster's, 1989). Job satisfaction has no single concrete definition, but is generally defined as, "a positive or negative emotional state associated with one's work." (Bullock, 1984). Therefore, for the purpose of this study, level of job satisfaction is defined as the extent of positive or negative emotional state associated with one's work as measured on a 5-point Likert type scale.

2. Job Satisfier or Motivator Factors:

Factors associated with work itself that allow the individual to reach their psychological potential. The factors are achievement, recognition, work itself, responsibilities, and advancement.

3. Job Dissatisfier or Hygiene Factors:

Factors associated with the work environment that are pursued by the individual to prevent job dissatisfaction or discomfort. The factors are pay, working conditions, supervision, company policy, and interpersonal relationships.

4. Split-Appointment:

A job related situation whereby College of Food, Agricultural, and Environmental Sciences faculty members maintain responsibilities in more than one area of teaching, research, and extension. Additionally, funding, supervision, and tenure initiating units may be distributed among more than one area of responsibility.

5. Role Ambiguity:

When faculty members at universities are doubtful or uncertain about what their role(s) are, resulting from having a split-appointment. Role ambiguity creates a problem with investigating job satisfaction because a faculty member may have difficulties responding to role related questions (Poling, 1990).

6. Role Conflict:

When two or more of a faculty member's roles (teaching, research, extension) are in competition for time and attention from the faculty member. The productivity of all or some of the roles may suffer from the conflict.

CHAPTER II

RELATED LITERATURE REVIEW

Purpose and Objectives

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. In addition, this study investigated the overall level of job satisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences. To guide the study, the following research objectives were formulated.

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7. Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

Introduction

Definitions of Job Satisfaction

Difficulties encountered in defining job satisfaction led to the publication of many dissimilar and marginally accepted definitions (Padilla-Velez, 1993; Wilcox, 1992). Definitions of job satisfaction were provided through scholarly efforts of researchers in higher education institutions and by practitioners who were interested in determining the level of satisfaction in various occupational fields (Cranny, Smith, & Stone, 1992).

Padilla-Velez (1992) cited several definitions of job satisfaction. Wood (1973), in Padilla-Velez (1992, p.1), defined job satisfaction as, “the condition of contentment with one’s work and its environment, denoting a positive attitude.” Locke (1976), in Padilla-Velez (1992, p.1), defined job satisfaction as, “a pleasurable or positive emotional state resulting from the appraisal of ones job or job experiences.” Bowen (1980) described job satisfaction as the relationship between a person’s needs and the extent to which the needs were satisfied by work performed in an organization. More recently, Wilcox (1992) defined job satisfaction as, “the state where employees are able to obtain the higher social and egotistic human needs.” Job

satisfaction occurred when values were attained which were parallel to the needs that secured one's well being. Satisfaction was fostered by employment that was not tiring, allowed for independence, success and creativity, was challenging, and interesting (Locke in Wilcox, 1992).

Theories of Job Satisfaction

The construct of job satisfaction was derived from motivational theory (Wilcox, 1992). The Hawthorne Studies, although aimed at improving productivity of factory workers, were thought to be the foundation of job satisfaction research (Padilla-Velez, 1993). The Hawthorne Studies led to the development of other theories related to motivation and job satisfaction. The Hawthorne Studies (Roethlisberger and Dickson, 1939), Maslow's Hierarchy of Needs (Maslow, 1970), Discrepancy Theory (Bullock, 1984), Equity Theory (Adams, 1996), and Motivator-Hygiene Theory (Herzberg, Mausner, & Snyderman, 1959) are described as they pertain to job satisfaction.

Hawthorne Studies

Elton Mayo, F.J Roethlisberger, and William Dickson were asked by the Western Electric Company management to increase the production of employees. The findings of these three Harvard Business School professors became known as the Hawthorne Studies (Roethlisberger & Dickson, 1939).

Mayo, Roethlisberger, and Dickson (1939) focused their research and experimentation on the relation of the physical working conditions to productivity. Mayo et al. discovered that productivity increased independently of changes in the physical working conditions. Next, Mayo et al. introduced rest pauses of varying

lengths and intervals, shortened the workday and shortened the workweek. Again, results indicated that productivity increased independently of any of the changes made in rest pauses, length of work day, or length of work week (Padilla-Velez, 1993).

Perhaps the most amazing finding with regard to the Hawthorne Studies was that when the working conditions and situations were restored to their original state, employee production reached its highest point (Mayo, 1933). Roethlisberger and Dickson (1939) reported that morale improved, absenteeism decreased, and socializing among the workers increased at this point as well. The unexpected discoveries encouraged further research into the causes of job satisfaction and dissatisfaction (Dawis & Lofquist, 1981, in Padilla-Velez, 1993).

Hierarchy of Needs

The foundation for job motivation theory was introduced by Maslow with the five-stage hierarchy of human needs, now recognized as the deprivation/gratification proposition (Geen, Beatty, & Arkin, 1984, in Mertler, 1992). The premise of the Hierarchy of Human Needs was that when an individual identified a need which was not met, behavior occurred directed toward gratifying the need (Mertler, 1992).

There were two levels of needs in Maslow's hierarchy. Deficiency, also known as lower level needs, described an individual's sense of safety and security, social acceptance, and physiological needs. According to Maslow (1970), the absence of deficiency needs prevented individuals from developing psychological growth. Growth, or higher level needs, described how an individual viewed one's self and others and developed to their full potential. The presumption of Maslow's

hierarchy of needs was that before higher levels could be activated, lower levels must have been partially met.

Discrepancy Theory

Discrepancy-theory was described as the difference between desired outcomes and actual outcomes for the employee (Bullock, 1984). If employees were achieving at or above the level they desired, then they would be satisfied. By considering the outcome level that employees wanted to receive, Discrepancy Theory attempted to take personality differences into account (Padilla-Velez, 1993). However, theorists argued that the outcome level was what the person expected to receive, rather than what they wanted to receive (Lawler, 1977).

To accurately measure satisfaction, based upon discrepancy theory, subjects were asked what they felt they should be receiving and how much they were actually receiving in regards to various factors, such as compensation. Satisfaction was then determined by subtracting the actual outcomes the employee receives from the outcomes the employee expected to receive (DeCenzo, 1996). Discrepancy Theory evaluated how well an employee's expectations, concerning their job, were being met.

Equity Theory

DeCenzo (1996) wrote that Equity Theory (Adams, 1996) was considered a motivational theory for employers. Equity theory was developed on the basis of fairness and the desire of individuals to be treated equally with regard to other employees. The premise of Equity Theory was that satisfaction was based on an individual's comparison of their own outcomes to the outcomes of other employees.

If an individual perceived inequity, with regard to treatment from the employer, then he or she would not be content and therefore change their behavior to achieve equity in the workplace.

Motivator-Hygiene Theory

Herzberg, Mausner, and Snyderman (1959) provided the Motivator-Hygiene Theory (Two-Factor Theory) to describe job motivation. According to Herzberg et al., jobs had factors that led to satisfaction or dissatisfaction. Motivation factors allowed individuals to reach their psychological potential and were associated with the work itself. The Motivator factors identified by Herzberg et al. were achievement; recognition; work itself; responsibilities; and advancement. Motivation factors (Herzberg, 1959) and growth needs (Maslow, 1970) contributed to higher level growth and development.

Factors usually associated with the work environment were called hygiene factors (Herzberg et al., 1959). Job dissatisfaction or hygiene factors were associated with the work environment and included: pay; working conditions; supervision; company policy; and interpersonal relationships. Hygiene factors were pursued to prevent job dissatisfaction or discomfort. Mertler (1992) reported a relationship between hygiene factors (Herzberg et al., 1959) and deficiency needs (Maslow, 1970). Mertler wrote that both Motivation and Hygiene factors must be partially met in order to obtain satisfaction and development.

Moxley (1977, pp. 7-8), Bowen (1980, pp. 13-14), and Padilla-Velez (1993, pp. 20-21) highlighted upon the motivator factors (achievement, recognition, advancement, work itself, and responsibility) and the hygiene factors (salary, working

conditions, supervision, company policy, and interpersonal relations) as identified by Herzberg et al. (1965).

Achievement -- Consisted of completing a job, solving problems, and seeing the results of one's work. This factor included both failure and absence of achievement.

Recognition -- Included any act of notice, praise, blame, criticism, or recognition to the individual. Recognition could be provided by a supervisor, colleague, member of the public, or any other individual in the workplace.

Advancement -- Measured by actual changes in status or position of the individual within the company.

Work Itself -- Consisted of negative or positive feelings towards one's work or job.

Responsibility -- Consisted of statements when respondents indicated satisfaction from receiving new responsibilities or from losing responsibilities, causing a lack of satisfaction.

Salary-- Events where compensation increases or unfulfilled expectations in salary affected satisfaction.

Working Conditions -- Aspects of the workplace related to physical conditions, amount of work, or facilities that influenced the individual's satisfaction.

Supervision -- Related to the technical aspects of the supervisor's job and not the interpersonal relationship with the supervisor. Supervision pertains to

how the individual perceived their supervisor's competence, willingness to delegate responsibility, and willingness to teach.

Company Policy -- Applied to the company as a whole and the individual's perceptions of company communication, adequacy of management, relevance of policies, and the individual's agreement with company values and goals.

Interpersonal Relations -- Limited to stories by the individual involving interactions between themselves and other individuals. Specifically, interpersonal relations pertained to relationships with subordinates, superiors, and peers.

Implications of Job Satisfaction

There was an assumption among researchers that job satisfaction and performance should be related (Cano, Castillo, and Conklin, 1998). Vroom (1964) reviewed 20 studies and discovered the median correlation between job satisfaction and performance in each of the studies to be +.14. Brayfield and Crockett (1955) revealed that there was insufficient evidence to support the notion that employee attitudes "bear simple... or for that matter, appreciable... relationship to performance on the job" (Iaffaldano & Muchinsky, 1985). In a more modern attempt to evaluate the job satisfaction-performance relationship, Iaffaldano and Muchinsky (1985) conducted a meta-analysis to obtain a more conclusive report regarding the correlation between satisfaction and performance. In light of statistical advances, larger sample sizes, and improved measurement techniques, Iaffaldano and Muchinsky (1985) revealed a similarly low correlation (.146) to the one discovered by Vroom (.14) (1964) between satisfaction and performance.

Mertler (1992) supported the relationship between job satisfaction and productivity. In a study of teachers Mertler (1992) reported that higher levels of motivation were directly associated with greater job satisfaction. The relationship between teacher satisfaction and productivity led to the conclusion that satisfied teachers were more productive, ultimately producing motivated students and increased student achievement (Mertler, 1992).

Cranny, Smith, and Stone (1992) reported that organizations measured job satisfaction because of its presumed direct relationship to the short-term goals of cost reduction through increased individual productivity and reduced absences, errors, and turnover. Further, justification for the need to investigate job satisfaction was exemplified in the seemingly observed relationship between the level of job dissatisfaction and turnover, absenteeism, and tardiness (Padilla-Velez, 1993). The rate of turnover was reported as the most consistent measure related to job satisfaction (Padilla-Velez, 1993). According to Padilla-Velez, the greatest concern with regard to turnover was associated with the unfavorable conditions that were placed upon an organization. Turnover impacted an organization by: 1) increasing costs related to recruiting, selecting, and training new employees; 2) reducing the morale of employees who remain with the organization; 3) reducing relationships among employees; 4) projecting an unfavorable image to those who remain informed about the organization; 5) interrupting daily activities; and, 6) diminishing the opportunity for the organization to grow (Mowday, 1984).

Shin and Reyes (1991), in a longitudinal study, investigated the causal relationship between teacher commitment to the school organization and job

satisfaction. Shin and Reyes concluded that job satisfaction was a precursor for job commitment. Shin and Reyes (1991), as a result of their study, encouraged researchers and practitioners to investigate the factors of job satisfaction for various populations.

Previous Job Satisfaction Studies

A review of literature revealed a number of job satisfaction studies among college faculty. Relationships between the overall level of faculty job satisfaction and the Motivator/Hygiene factors were investigated. Additionally, overall faculty job satisfaction and selected demographic variables were examined (Padilla-Velez 1993; Wolfson, 1986; Poling, 1990; Jones, 1985; Seegmiller, 1977; Sotterlee, 1988; and Diener, 1984).

Overall Job Satisfaction

Diener (1984) reported a majority of faculty to be satisfied with their jobs in a study of nine southern colleges and universities. Sotterlee (1988) and Hutton and Jobe (1985), in two separate studies of community colleges reported faculty as being generally satisfied with their jobs. Sotterlee (1985) wrote that 100% of respondents from Delgado Community College were satisfied with the teaching aspect of their jobs. At the College of Eastern Utah, Seegmiller (1977) reported that faculty were satisfied with their jobs overall. In a nationwide study of industrial arts/technology teacher educators, 84% of the respondents were slightly satisfied with their jobs (Wolfson, 1986).

Wolfson (1986) reported a downward trend among overall job satisfaction scores between the 1960s and 1980s. Willie and Stecklin (1982) reported average

mean scores of greater than four on a five-point scale in several studies before 1970. Means scores of less than three were reported on five point scales in several studies conducted after 1979. When faculty were asked whether or not they would choose the same line of work again, Robinson, Athanasiod, and Head (1969) reported that in a 1956 study, 93% of faculty answered “yes”. To the contrary, in a 1980 study of job satisfaction among faculty, Willie and Stecklin (1982) reported that only 72% of faculty responded “yes” to the same question. However, Wolfson (1986), Sotterlee (1988), and Poling (1990) reported over 80% of faculty as being satisfied with their jobs, providing evidence that the trend of declining job satisfaction scores among faculty did not continue.

According to Diener (1984), faculty were consistently satisfied with their jobs because they had a well-developed understanding of the system in which they worked. Faculty viewed their job as an opportunity to enhance the learning of other human beings (Wolfson, 1986). Diener (1984) reported that faculty viewed their jobs as careers, did not have a desire to change jobs, and valued the autonomy of their work. A faculty member’s role as a teacher had a significant role in contributing to their satisfaction. This notion was supported by Sotterlee’s (1988) findings that 100% of the faculty at Delgado Community College were satisfied with the teaching aspect of their job. Furthermore, most faculty agreed that too much emphasis was placed on research, thereby detracting from teaching (Gannon, Bernstein, Holt, Hage, Levine, Stich, and Warren, 1980).

Job Satisfaction and the Motivator/Hygiene Factors

The review of literature revealed that many research efforts concerning job satisfaction examined the relationship between job satisfaction and the Motivator/Hygiene Theory (Wolfson, 1986; Seegmiller, 1977; Sotterlee, 1988; Diener, 1984; Moxley, 1977; Bowen, 1980; and Hutton & Jobe, 1985). Each of the motivator factors (achievement; advancement; work itself; recognition; and responsibility; were evaluated for their relationship with job satisfaction. The hygiene factors (policy; supervision; salary; interpersonal relationships; and working conditions) were also examined as to their relationship with job satisfaction.

Motivator Factors

Achievement

Achievement was the most correlated motivator factor with job satisfaction among college faculty (Wolfson, 1986). Wolfson (1986) discovered that 95% of the faculty surveyed were satisfied with the achievement aspects of their job. Wolfson (1986) added that achievement was significantly related to satisfaction. Seegmiller (1977) reported achievement was significantly related to job satisfaction. According to Herzberg (1959), achievement was the most commonly mentioned factor in satisfying statements.

Advancement

Advancement was reported as one of the most significant factors in determining job satisfaction (Diener, 1984). Similarly, Seegmiller (1977) reported a

significant relationship between advancement and job satisfaction. Wolfson (1986) reported a majority (72%) of Industrial Arts/Technology teacher educators considered advancement a satisfying aspect of their job. However, Sotterlee (1988) reported that advancement was dissatisfying for faculty at Delgado Community College.

Recognition

Seegmiller (1977) reported a significant and positive correlation between recognition and satisfaction. Moreover, Sotterlee (1988) reported recognition as being satisfying to faculty. Whereas, Diener (1984) determined that a lack of recognition contributed to job dissatisfaction.

Work Itself

The Work Itself was significantly related to job satisfaction (Seegmiller, 1977; Diener, 1984; and Hutton & Jobe, 1985). Wolfson (1986) reported that 95% of faculty were satisfied with the factor of Work Itself. Faculty have consistently had high satisfaction for the work itself (Seegmiller, 1977; Wolfson, 1986; Diener, 1984).

Responsibility

Faculty have been consistently satisfied with the responsibility aspects of their job (Sotterlee, 1988). Diener (1984) and Seegmiller (1977) reported faculty to be highly satisfied with the Responsibility aspects of their job. Additionally, Responsibility significantly contributed to overall job satisfaction of faculty.

Hygiene Factors

Salary

According to Wolfson (1986), Salary was the least correlated with job satisfaction. Salary significantly contributed to dissatisfaction in studies conducted by Seegmiller (1977) and Diener (1984). Wolfson (1986) and Sotterlee (1988) reported that faculty were dissatisfied with the Salary aspects of their jobs.

Interpersonal Relations

Interpersonal relations was not consistent with regard to its relationship with job satisfaction throughout studies of college faculty. Seegmiller (1977) and Hutton & Jobe (1985) reported interpersonal relations as being a significant contributor of job satisfaction. However, Diener (1984) reported that interpersonal relations were significantly correlated with job dissatisfaction.

Working Conditions

The relationship between Working Conditions and job satisfaction was not consistent. Diener (1984) and Wolfson (1986) reported working conditions as being significant in relation to dissatisfaction. In contrast, Seegmiller (1977) and Sotterlee (1988) discovered that faculty were satisfied with their working conditions. Seegmiller (1977) and Sotterlee (1988) added that working conditions were significantly correlated with satisfaction.

Supervision

In a study at the College of Eastern Utah, Seegmiller (1977) reported faculty as being satisfied with the Supervision aspects of their job. Supervision was important in determining job satisfaction. Moreover, Wolfson (1986) reported a majority of faculty were satisfied with the supervision aspects of their job. Seegmiller (1977) and Wolfson (1986) reported no significant relationship between supervision and job satisfaction.

Policy

Policy was consistently and significantly related to job satisfaction. Policy was reported as being important in determining job dissatisfaction (Seegmiller, 1977). Wolfson (1986) reported that fewer than 70% of faculty were satisfied with company policy.

Job Satisfaction and Selected Demographic Variables

Consideration with regard to demographic variables and their relationship to job satisfaction must be taken to better understand and report data concerning job satisfaction (Ruhl-Smith & Smith, 1992; Cano and Miller, 1992). Padilla-Velez (1993), Wolfson (1986), Poling (1990), Jones (1985), Seegmiller (1977), Sotterlee (1988), Moxley (1977), Bowen (1980) and Diener (1984) investigated the relationships between selected demographic variables and overall job satisfaction. Demographics investigated included: age of the individual, tenure status, years of experience as a faculty member, and the highest degree earned.

Age

There was a positive relationship between age and job satisfaction (Padilla-Velez, 1993). Satisfaction increased with age in several studies of institutions of higher education (Wolfson, 1986). However, Wolfson (1986) and Poling (1990) found no significant relationship between age and level of job satisfaction among faculty members.

Gender

A majority of job satisfaction studies throughout disciplines have shown that there was no significant relationship between gender and job satisfaction (Jones, 1985). This notion was supported by Wolfson (1986), who reported no significant relationship between gender and satisfaction. At The Ohio State University, female faculty were less satisfied than their male counterparts, but there was no significant relationship (Poling, 1990). Seegmiller (1977) reported that females were more dissatisfied with policy, salary, and supervision than their male counterparts.

Tenure

Wolfson (1986) reported a highly significant relationship between tenure and satisfaction among college faculty. There was not a significant relationship between tenure status and overall satisfaction among faculty members at The Ohio State University (Poling, 1990).

Highest Degree Earned

Wolfson (1986), Poling (1990), Seegmiller (1977), Diener (1984), and Sotterlee (1988) reported no evidence of any significant relationships between highest degree earned or years of experience with job satisfaction.

Summary

Many theories have been developed to describe job satisfaction. Such theories included Maslow's Hierarchy of Needs (Maslow, 1970), Discrepancy Theory (Bullock, 1984), Equity Theory (Adams, 1996), and Herzberg's Motivator-Hygiene Theory (1959).

Much research was conducted to explore the job satisfaction construct. General definitions of job satisfaction were provided. The origin of job satisfaction was rooted in motivational theory beginning with the Hawthorne Studies (Padilla-Velez, 1993). Maslow's Hierarchy of Needs (1970) also served as a precursor to job satisfaction studies by discussing human motivation. Herzberg's Motivator-Hygiene Theory was grounded in Maslow's Hierarchy of Needs. Since the development of the Motivator-Hygiene Theory, many other theories of job satisfaction have been developed. Discrepancy Theory and Equity Theory have been published and investigated as to their contribution to job satisfaction.

As in industrial settings, much attention was given to faculty job satisfaction (Wolfson, 1986; Seegmiller, 1977; Sotterlee, 1988; Diener, 1984; Moxley, 1977; Bowen, 1980; and Hutton & Jobe, 1985). The basis for these studies was job satisfaction from researchers in other fields. Studies revealed that faculty were

consistently satisfied with their jobs. There is however, some inconsistency with the relationship between satisfying and dissatisfying factors and overall job satisfaction.

Justification for the investigation of job satisfaction resulted from the relationship among job dissatisfaction to turnover, absenteeism, and tardiness of employees (Padilla-Velez, 1993). With regard to education, Mertler (1992) reported that higher levels of motivation were directly associated with greater job satisfaction; satisfied teachers were more productive, and therefore produced higher achievement among students.

Wolfson (1986), Seegmiller (1977), Sotterlee (1988), Diener (1984), Moxley (1977), Bowen (1980), and Hutton & Jobe (1985) conducted studies to examine job satisfaction levels of college faculty. Measures of overall job satisfaction revealed that faculty were satisfied with their jobs (Padilla-Velez 1993; Wolfson, 1986; Poling, 1990; Jones, 1985; Seegmiller, 1977; Sotterlee, 1988; and Diener, 1984).

The relationship between overall job satisfaction and the Motivator-Hygiene factors was reviewed. The studies reviewed (Wolfson, 1986; Seegmiller, 1977; Sotterlee, 1988; Diener, 1984; and Hutton & Jobe, 1985), reported a variety of results in the relationship between the Motivator/Hygiene factors and overall job satisfaction. Padilla-Velez (1993), Wolfson (1986), Poling (1990), Jones (1985), Seegmiller (1977), Sotterlee (1988), and Diener (1984) examined the relationships between selected demographic variables and overall job satisfaction. Demographics investigated included: age of the individual, tenure status, years of experience as a faculty member, and the highest degree earned. There have been few significant discoveries between job satisfaction and demographic characteristics.

Chapter III

METHODOLOGY

Purpose and Objectives

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. The study sought to determine the overall job satisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences. To guide the study, the following research objectives were formulated.

1. Describe selected demographic characteristics of faculty in the College of Food, Agricultural, and Environmental Sciences The Ohio State University.
2. Describe the relationship between faculty's level of job satisfaction and selected demographic variables by gender.
3. Describe the differences between overall job satisfaction score of faculty by gender.
4. Describe the differences between job satisfier factor scores of faculty by gender.
5. Describe the differences between job dissatisfier factor scores of faculty by gender.

6. Describe the relationship between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and overall job satisfaction of faculty by gender.
7. Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

Research Design

The design of the study was descriptive correlational. Correlational studies examine possible relationships among variables without manipulation of the variables (Padilla-Vellez, 1993). Data was collected to describe job satisfaction among faculty and the relationship between job satisfaction and demographic variables.

Population and Subject Selection

The study was conducted at the College of Food, Agricultural, and Environmental Sciences at The Ohio State University in the Spring of 1999. The study was limited to faculty on the main campus in Columbus, Ohio. There were a total of 172 faculty members in the target population. A census was conducted for the study due to the size of the target population. The questionnaire was administered to all of the faculty in the target population (N=172). A total of 148 faculty members returned their questionnaires for a response rate of 86.0 percent. The number of usable respondents for determining overall job satisfaction was 142 (82.6%). The number of usable respondents for determining demographics variables was 137 (79.7%). For part II of the instrument, data was not considered usable unless the respondent answered all 80 questions, which further

limited the usable rate to 48.3% (n = 83) for determining satisfaction with the Motivator-Hygiene factors.

Instrumentation

The questionnaire consisted of three parts; the Brayfield-Rothe "Job Satisfaction Index", Wood's (1973) instrument, and demographic variables. Part I of the instrument contained the Brayfield-Rothe "Job Satisfaction Index" as modified by Warner (1973). The "Job Satisfaction Index" considers all facets of the job when measuring job satisfaction, utilizing a five-point Likert type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Part II of the questionnaire consisted of Wood's instrument, as modified by the researcher, to measure Herzberg's (1959) motivator-hygiene factors. Wood's instrument consisted of a six-point Likert type scale with responses varying from 1 (very dissatisfied) to 6 (very satisfied). The faculty members' perceptions of the motivator-hygiene factors: achievement, advancement, recognition, responsibility, the work itself, supervision, salary, interpersonal relationships, policy and administration, and working conditions were measured by Wood's (1973) instrument in Part II.

The demographic variables of faculty members were obtained in Part III of the questionnaire. The demographic variables investigated in the study were age, gender, tenure status, highest degree earned, years of experience as faculty at The Ohio State University, total years of experience as a faculty, percentage of time devoted to various responsibilities, and tenure initiating unit.

Content validity was established by a panel of experts consisting of teacher educators, upper level College administrators, and graduate students in the Department of

Human and Community Resource Development at The Ohio State University. Each of the experts on the panel was asked to examine the instrument based on content, clarity, wording, length, format, and overall appearance. Cronbach's alpha was used to assess instrument reliability. The reliability coefficient for Part I of the questionnaire was .89. The reliability coefficient for Part II of the questionnaire was .96, while the coefficients for the ten subscales of Part II were: achievement, .81; advancement, .89; interpersonal relations, .91; policy and administration, .93; recognition, .88; responsibility, .88; salary, .92; supervision, .97; work itself, .83; and working conditions, .82.

The foundation for reliability was determined based on usage in prior studies of job satisfaction and the recommendations of researchers. Cano and Miller (1992), Padilla-Vellez (1993), and Cano, Castillo, and Conklin (1997) used the same instrument in similar forms. It was recommended to continue using the same instrument in further studies of job satisfaction (Cano, Castillo, and Conklin, 1998).

Data Collection Procedure

Permission was obtained from the administration of the College of Food, Agricultural, and Environmental Sciences by meeting with Dr. L.H. Newcomb. Dr. Newcomb, Senior Associate Dean and Director of Academic Affairs reviewed the instrument, and upon completion of a meeting with the researcher, granted permission for the study to continue. A list of faculty was received from Dr. Newcomb and used to determine the target population for the study.

A pre-instrumentation letter was sent to inform faculty regarding the forthcoming study to the participants, two weeks prior to the mailing of the questionnaires. The letter was hand delivered by the researcher to each department.

Department secretaries distributed the letter to faculty in the department.

Envelopes containing an instrument and cover letter, describing the purpose of the study, were hand delivered to each department secretary. Secretaries distributed each package to each faculty member in the department. Ten days following the first mailing a reminder postcard was sent to each participant. Two weeks following the first mailing, a second mailing containing the instrument and a revised cover letter was sent to all non-respondents. A third complete mailing was sent two weeks after the second mailing.

Data Analysis

The data was analyzed using the Statistical Package for the Social Sciences, Personal Computer version (SPSS/PC+). Correlation coefficients were interpreted using Davis' (1971) descriptors. Descriptive statistics were calculated and reported.

Table 1: Davis' conventions of number magnitude

r	Description
1.0	Perfect Relationship
0.70 – 0.99	Very Substantial Relationship
0.50 – 0.69	Substantial Relationship
0.30 – 0.49	Moderate Relationship
0.10 – 0.29	Low Relationship
0.01 – 0.09	Negligible Relationship

Source: J.A. Davis (1971)

CHAPTER IV

FINDINGS

Purpose and Objectives

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. In addition, this study investigated the overall level of job satisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences. To guide this study the following research objectives were formulated.

1. Describe selected demographic characteristics of faculty from the College of Food, Agricultural, and Environmental Sciences at The Ohio State University.
2. Describe the relationship between faculty's level of job satisfaction and selected demographic variables by gender.
3. Describe the differences between overall job satisfaction scores of faculty by gender.
4. Describe the differences between job satisfier factor scores of faculty by gender.
5. Describe the differences between job dissatisfier factor scores of faculty by gender.

6. Describe the relationship between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and overall job satisfaction of faculty by gender.
7. Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

The findings will be reported concerning the demographic characteristics of the faculty, the overall level of job satisfaction among faculty, the relationship between the level of overall job satisfaction and selected demographic characteristics, the level of satisfaction with the satisfier and dissatisfier factors, and the relationship between the satisfier factors and dissatisfier factors and overall job satisfaction. Also to describe the differences between female and male faculty members' overall level of job satisfaction; and differences in satisfaction with the satisfier and dissatisfier factors by gender.

Demographic Characteristics

The demographic characteristics investigated for the study were: age, gender, tenure status, highest degree earned, years experience at The Ohio State University, years experience in higher education, job responsibilities, and area of tenure initiating unit.

Age

Faculty members ranged in age from 29 years to 76 years ($n = 132$) with a mean age of 48.87 years (Table 2). A small amount of the faculty (2.2%) were younger than 30 years old. Most faculty members (43.9%, $n = 58$) were between 41 and 50 years old. There were 47 ($n = 47$) faculty members between the ages of 51 and 60. The remaining faculty (6.9%, $n = 9$) were greater than 61 years old (Table 2).

Table 2: Faculty Members' Age

<u>Age Category</u>	<u>(n = 132)</u>	<u>%</u>
< 30	3	2.2
31-40	15	11.4
41-50	58	43.9
51-60	47	35.6
61-70	8	6.2
> 70	1	0.7
Total	129	100.0

Note: Mean = 48.87 Median = 49.00 SD= 8.82 Range = 29.0 – 76.0

Gender of Faculty Members

Of the respondents from the College of Food, Agricultural, and Environmental Sciences, 87.8 percent (n = 122) were male (Table 3). The remainder of the respondents (12.2%, n = 17) were female.

Table 3: Faculty Members' Gender

<u>Gender</u>	<u>(n = 139)</u>	<u>%</u>
Male	122	87.8
Female	17	12.2
Total	139	100.0

Tenure Status

A majority of the faculty (79.9%, n = 110) reported that they had received tenure. The remaining faculty (20.1%, n = 29) reported that they had not received tenure (Table 4).

Table 4: Faculty Members' Tenure Status

Tenure Status	(n = 139)	%
Tenured	110	79.1
Non-tenured	29	20.1
Total	139	100.0

Highest Degree Earned

All of the responding faculty (n = 139) in the College of Food, Agricultural, and Environmental Sciences had earned their doctorate degree.

Experience at The Ohio State University

Years of experience at The Ohio State University ranged from .5 to 38 years, with a mean of 14.48 years. The highest percentage of faculty (32.8%), had between 9 years and 16 years of experience at The Ohio State University (Table 5). A majority of the faculty (60.6%, n = 83) had less than 16 years of experience.

Table 5: Experience at The Ohio State University

Years at OSU	(n = 137)	%
0-8	38	27.8
9-16	45	32.8
17-24	27	19.7
25-32	24	17.5
33-40	3	2.2

Note: Mean= 14.48 Median= 13.50 SD= 9.31 Range= 0.5 – 38.0

Experience in Higher Education

Total years of experience in higher education ranged from .5 to 42 years in. The mean years of experience among faculty in the College of Food, Agricultural, and Environmental Sciences was 17.78 years (Table 6). Most of the faculty (30.1%, n = 41) had between 9 and 17 years of experience.

Table 6: Experience in Higher Education

<u>Years in Higher Education</u>	<u>(n = 136)</u>	<u>%</u>
0-8	26	19.1
9-17	41	30.1
18-25	34	25.0
26-33	28	20.6
34-42	7	5.2

Note: Mean = 17.60 Median = 18.00 SD = 10.09 Range = 0.5 – 42.00

Job Responsibilities

The percentage of time devoted to job responsibilities were (Table 7) teaching 33.59%; research 28.52%; administrative duties 10.2 %; advising students 7.99%; committees 7.73%; other duties 6.82%; in-service education 3.74%; and student organizations 1.42%. In-Service education and student organizations were the two lowest categories, with means below five percent. Extension was the most often listed category for “other” duties.

Table 7: Percentage of Time Devoted to Job Responsibilities

Responsibility	Percent of Time	
	Mean	Range
Administrative duties	10.2	0 - 90
Advising students	7.99	0 - 50
Committees	7.73	0 - 40
In-Service Education	3.74	0 - 65
Teaching	33.59	0 - 75
Research Activities	28.52	0 - 75
Student Organizations	1.42	0 - 20
Other*	6.82	0 - 55

*Extension

Tenure Initiating Unit

Respondents were from the following tenure initiating units: Agricultural, Environmental and Developmental Economics, 19.1% (n = 23); Animal Sciences, 12.5% (n = 17); Food, Agricultural, and Biological Engineering, 5.9% (n = 8); Food Science and Technology, 10.3% (n = 14); Horticulture and Crop Sciences, 13.2% (n = 18); Human and Community Resource Development, 11.8% (n = 16); Plant Pathology, 2.9% (n = 4); School of Natural Resources, 16.9% (n = 23); Ohio State University Extension, 2.2% (n = 3); and “other”, 5.3% (n = 7).

Table 8: Area of Tenure Initiating Unit

<u>Tenure Initiating Unit</u>	<u>n (n=136)</u>	<u>%</u>
Agricultural, Environmental, and Developmental Economics	26	19.1
Animal Sciences	17	12.5
Food, Agricultural, and Biological Engineering	8	5.9
Food Science and Technology	14	10.3
Horticulture and Crop Sciences	18	13.2
Human and Community Resource Development	16	11.8
Plant Pathology	4	2.9
School of Natural Resources	23	16.9
Extension	3	2.2
Other*	7	5.3

*Entomology, Biological Sciences

Comparison of Demographics by Gender

Mean age for females (n = 15) was 41.08 years, while males had a mean age of 49.58 years (Table 9). Male faculty were significantly older than female faculty. The mean number of years for female faculty at The Ohio State University was 7.4 years. The mean number of years at The Ohio State University for male faculty was 15.2 years. Male faculty had significantly more years of experience at The Ohio State University than females. Similarly, female faculty (x = 7.93 years) were found to have significantly less years of experience in higher education than their male counterparts (x = 18.8).

Table 9: Age, Experience at Ohio State, and Experience in Higher Education by Gender

Variable	<u>Females (n=15)</u>		<u>Males (n=118)</u>		t-value Prob.	
	Mean	SD	Mean	SD		
Age	42.33	6.9	49.59	8.75	2.78	.006*
Years at Ohio State University	8.37	5.54	15.23	9.42	4.12	<.001*
Years in Higher Education	8.97	5.5	18.88	9.85	5.94	<.001*

* significant, < .05

Overall Faculty Job Satisfaction

The overall level of job satisfaction among faculty was measured using the Brayfield-Rothe Job Satisfaction Index (1951), which constituted of Part I of the instrument. Eighteen questions were asked that evaluated each faculty member's feelings about their job. A five-point Likert-type scale, ranging from strongly disagree to strongly agree, was used to assess faculty members' level of satisfaction with their jobs. Overall job satisfaction for the population of faculty was determined by calculating a mean score for all eighteen items of the Brayfield-Rothe Job Satisfaction Index which constituted Part I of the instrument.

Overall Job Satisfaction

The overall job satisfaction score for faculty in the College of Food, Agricultural, and Environmental Sciences was 4.02 on a five-point scale (Table 10). A distribution of faculty by individual mean scores for overall job satisfaction is presented in Table 11. A majority of the faculty (55.6%, n = 79) were very satisfied with their jobs. There were 39.4 percent (n = 56) of the faculty with mean scores between 3.01 and 4.00 indicating that they were moderately satisfied. Seven of the respondents (5%) had mean scores of less than 3.01, indicating that they were dissatisfied with their job.

Table 10: Overall Job Satisfaction of Faculty

Variable	n	Mean	SD
Overall Job Satisfaction	142	4.02	.53

Note: Based upon scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree

Table 11: Levels of Job Satisfaction Scores for Faculty

Level of Satisfaction	n	%
Very Dissatisfied (1.00 – 2.00)	1	0.7
Slightly Dissatisfied (2.01 – 3.00)	6	4.3
Moderately Satisfied (3.01 – 4.00)	56	39.4
Very Satisfied (4.01 – 5.00)	79	55.6
Total	142	100.0

Note: Based upon scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree

Overall Job Satisfaction and Selected Demographic Characteristics

Overall Job Satisfaction by Gender

Male faculty members (n = 119) were significantly more satisfied with their jobs than their female counterparts (n = 17). The job satisfaction score for females was 3.78 on a five-point Likert-type scale, indicating that they were moderately satisfied with their jobs (Table 12). The mean job satisfaction score for males was 4.07 (Table 12).

Table 12 : Overall Job Satisfaction by Gender

Variable	<u>Females (n=17)</u>		<u>Males (n=119)</u>		t-value	Sig.
	Mean	SD	Mean	SD		
Overall Job Satisfaction	3.78	.57	4.06	.50	2.15	.033*

Note: Based upon scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree

*significant, < .05

Overall Job Satisfaction and Age of Faculty Members

A Pearson's Product Moment correlation was calculated to describe the relationship between overall job satisfaction and age of faculty members (Table 13). There was no significant relationship between overall job satisfaction and faculty member's age.

Overall Job Satisfaction by Years at The Ohio State University

A Pearson's Product Moment correlation was calculated to describe the relationship between overall job satisfaction and years of employment at The Ohio State University (Table 13). There was no significant relationship between overall job satisfaction and years of employment at The Ohio State University.

Overall Job Satisfaction and Years of Experience in Higher Education

A Pearson's Product Moment correlation was calculated to determine the relationship between years of experience and overall job satisfaction (Table 13). There

was no significant relationship between overall job satisfaction and year of experience in higher education.

Table 13: Relationships Between Overall Job Satisfaction and Selected Demographic Variables

Variable	r	Prob.
Age	.052	.56
Years at Ohio State	.021	.81
Years in Higher Education	.098	.26

Overall Job Satisfaction and Tenure Status

Level of satisfaction for tenured and non-tenured faculty is presented in Table 14. Tenured faculty (n = 110) had a mean job satisfaction score of 4.05. Non-tenured faculty had a mean job satisfaction score of 3.95. There was no significant difference between job satisfaction scores of tenured and non-tenured faculty, $p < .05$.

Table 14: Overall Job Satisfaction for Tenured and Non-Tenured Faculty

Tenure Status	n	Mean	SD
Tenured Faculty	110	4.05	.53
Non-Tenured Faculty	28	3.95	.46

Note: Based upon scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree

Overall Job Satisfaction by Tenure Initiating Unit

Mean overall job satisfaction scores (Table 15) by tenure initiating unit were as follows: Agricultural, Environmental, and Developmental Economics, 4.19; Animal Sciences, 3.98; Food, Agricultural, and Biological Engineering, 3.85; Food, Science, and Technology, 3.99; Horticulture and Crop Sciences, 4.15; Human and Community Resource Development, 3.99; Ohio State University Extension, 4.00; Plant Pathology, 4.40; School of Natural Resources, 3.93; and Other areas (Entomology, Biological Sciences), 4.03.

Table 15: Overall Job Satisfaction by Tenure Initiating Unit

Tenure Initiating Unit	n	Mean	SD
Ag.,Env., and Dev. Economics	24	4.19	.38
Animal Science	16	3.98	.75
Food, Ag, and Bio. Engineering	7	3.85	.47
Food Science and Technology	14	3.99	.47
Horticulture and Crop Sciences	18	4.15	.37
Human & Comm. Res. Development	16	3.99	.50
Ohio State University Extension	3	4.00	.40
Plant Pathology	4	4.40	.30
School of Natural Resources	23	3.93	.63
Other (Entomology; Biological Sciences)	7	4.03	.52

Note: Based upon scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree; 5=strongly agree

Faculty Members' Level of Satisfaction with Motivator-Hygiene Factors

Achievement

The mean satisfaction score for the population of faculty members with achievement (motivator factor) was 4.48 (Table 16). A majority of faculty members (53.0%, n = 44) were moderately satisfied with the achievement aspects of their job and yielded scores between 4.5 and 5.49 on a six point scale. Overall, 91.5 percent of the faculty (n = 76) were satisfied with achievement. None of the faculty were very dissatisfied with the achievement aspects of their job.

Table 16: Faculty Members' Level of Satisfaction With Achievement

Level of Satisfaction	n	%
Very Dissatisfied (0.00 – 1.49)	0	0
Moderately Dissatisfied (1.50 – 2.49)	1	1.2
Slightly Dissatisfied (2.50 – 3.49)	6	7.3
Slightly Satisfied (3.5 – 4.49)	30	36.1
Moderately Satisfied (4.5- 5.49)	44	53.0
Very Satisfied (5.5 – 6.00)	2	2.4
Total	83	100.0

Mean= 4.49 SD= .66 Median= 4.57

*Based on a six point scale: 1=very dissatisfied, 2=moderately dissatisfied, 3=slightly dissatisfied, 4=very satisfied, 5=moderately satisfied, 6=slightly satisfied

Recognition

The mean satisfaction score for the population of faculty members with the recognition (motivator factor) they received was 4.26 (Table 17). A majority of faculty members (74.6%, n = 62) were either slightly or moderately satisfied with recognition aspects of their job and yielded scores between 3.5 and 5.49 on a six point scale. A small portion of the faculty (14.5%) were dissatisfied with the recognition aspects of their job. Overall, 85% (n = 71) of the faculty were satisfied with the recognition aspects of the job.

Table 17: Faculty Members' Level of Satisfaction With Recognition

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	0	0
Moderately Dissatisfied (1.50 – 2.49)	4	4.8
Slightly Dissatisfied (2.50 – 3.49)	8	9.7
Slightly Satisfied (3.5 – 4.49)	31	37.3
Moderately Satisfied (4.5- 5.49)	31	37.3
Very Satisfied (5.5 – 6.00)	9	10.9
Total	83	100.0

Mean= 4.26

SD= 1.00

Median= 4.25

Work Itself

The mean satisfaction score for the population of faculty members with the work itself (motivator factor) was 4.87 (Table 18). The most substantial number ($n = 40$) of faculty members (48.2%) were moderately satisfied with the work itself aspects of their job and yielded scores between 4.5 and 5.49 on a six point scale. Only one of the faculty members was dissatisfied with the work itself aspects of their job. Overall, 99% of the faculty ($n = 82$) were satisfied with the work itself. None of the faculty were very dissatisfied with the work itself.

Table 18: Faculty Members' Level of Satisfaction With Work Itself

Level of Satisfaction	n	%
Very Dissatisfied (0.00 – 1.49)	0	0
Moderately Dissatisfied (1.50 – 2.49)	0	0
Slightly Dissatisfied (2.50 – 3.49)	1	1.2
Slightly Satisfied (3.5 – 4.49)	26	31.3
Moderately Satisfied (4.5- 5.49)	40	48.2
Very Satisfied (5.5 – 6.00)	16	19.3
Total	83	100.0
Mean= 4.87	SD= .66	Median= 4.86

Advancement

The mean satisfaction score for the population of faculty members with advancement (motivator factor) was 3.93 (Table 19). Overall, 69 percent (n = 57) of the faculty members were slightly satisfied or more with advancement aspects of their job and yielded scores between 4.5 and 5.49 on a six point scale. Approximately one-third of the faculty (31%, n = 26) were dissatisfied with the advancement aspects of their job.

Table 19: Faculty Members' Level of Satisfaction With Advancement

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	1	1.1
Moderately Dissatisfied (1.50 – 2.49)	4	4.7
Slightly Dissatisfied (2.50 – 3.49)	21	25.2
Slightly Satisfied (3.5 – 4.49)	35	42.6
Moderately Satisfied (4.5- 5.49)	16	19.2
Very Satisfied (5.5 – 6.00)	6	7.2
Total	83	100.0
Mean= 3.93	SD= .98	Median= 3.86

Responsibility

The mean satisfaction score for the population of faculty members with responsibility (motivator factor) was 4.43 (Table 20). A majority of faculty members (88%, n = 73) were slightly to very satisfied with responsibility aspects of their job and yielded scores between 3.5 and 6.00 on a six point scale. Overall, a small portion of the faculty (12%, n = 10) were dissatisfied with the responsibility aspects of their job.

Table 20: Faculty Members' Level of Satisfaction With Responsibility

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	0	0
Moderately Dissatisfied (1.50 – 2.49)	2	2.4
Slightly Dissatisfied (2.50 – 3.49)	8	9.6
Slightly Satisfied (3.5 – 4.49)	32	38.6
Moderately Satisfied (4.5- 5.49)	28	33.7
Very Satisfied (5.5 – 6.00)	13	15.7
Total	83	100.0
Mean= 4.43	SD= .94	Median= 4.33

Salary

The mean satisfaction score for the population of faculty members with salary (hygiene factor) was 3.74 (Table 21). A majority of faculty members (63.4%, n = 52) were satisfied with salary aspects of their job and yielded scores between 3.5 and 6.00 on a six point scale. The remainder of the faculty (37.4%, n = 31) were dissatisfied with the salary aspects of their job.

Table 21: Faculty Members' Level of Satisfaction With Salary

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	2	2.4
Moderately Dissatisfied (1.50 – 2.49)	13	15.7
Slightly Dissatisfied (2.50 – 3.49)	16	19.3
Slightly Satisfied (3.5 – 4.49)	30	36.1
Moderately Satisfied (4.5- 5.49)	19	22.9
Very Satisfied (5.5 – 6.00)	3	3.6
Total	83	100.0
Mean= 3.74	SD= 1.10	Median= 3.86

Interpersonal Relations

The mean satisfaction score for the population of faculty members with interpersonal relations (hygiene factor) was 4.31 (Table 22). A majority of faculty members (84%, n = 70) were slightly to very satisfied with interpersonal relations aspects of their job and yielded scores between 3.5 and 6.00 on a six point scale. Sixteen percent of the faculty (n = 13) were dissatisfied with the interpersonal relations aspects of their job. None of the respondents were very dissatisfied with the hygiene factor of interpersonal relations.

Table 22: Faculty Members' Level of Satisfaction With Interpersonal Relations

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	0	0
Moderately Dissatisfied (1.50 – 2.49)	2	2.4
Slightly Dissatisfied (2.50 – 3.49)	11	13.3
Slightly Satisfied (3.5 – 4.49)	32	38.6
Moderately Satisfied (4.5- 5.49)	30	36.1
Very Satisfied (5.5 – 6.00)	8	9.6
Total	83	100.0
Mean= 4.31	SD= .88	Median= 4.38

Working Conditions

The mean satisfaction score for the population of faculty members with working conditions (hygiene factor) was 3.50 (Table 23). A small majority of faculty members (50.6%, n = 42) were satisfied with the working conditions aspects of their job and yielded scores between 3.5 and 6.00 on a six point scale. The remainder of the faculty (49.4%, n = 41) were dissatisfied with the working conditions aspects of their job.

Table 23: Faculty Members' Level of Satisfaction With Working Conditions

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	2	2.4
Moderately Dissatisfied (1.50 – 2.49)	13	15.7
Slightly Dissatisfied (2.50 – 3.49)	26	31.3
Slightly Satisfied (3.5 – 4.49)	27	32.5
Moderately Satisfied (4.5- 5.49)	14	16.9
Very Satisfied (5.5 – 6.00)	1	1.2
Total	83	100.0
Mean= 3.50	SD= .98	Median= 3.55

Supervision

The mean satisfaction score for the population of faculty members with supervision (hygiene factor) was 4.08 (Table 24). Overall, a majority of faculty (72%, n = 60) were slightly to very satisfied with supervision aspects of their job and yielded scores between 3.5 and 5.49 on a six point scale. Just less than one-third of the faculty (27.7%, n = 23) were dissatisfied with the supervision aspects of their job.

Table 24: Faculty Members' Level of Satisfaction With Supervision

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	3	3.6
Moderately Dissatisfied (1.50 – 2.49)	9	10.8
Slightly Dissatisfied (2.50 – 3.49)	11	13.3
Slightly Satisfied (3.5 – 4.49)	24	28.9
Moderately Satisfied (4.5- 5.49)	27	32.6
Very Satisfied (5.5 – 6.00)	9	10.8
Total	83	100.0
Mean= 4.08	SD= 1.23	Median= 4.17

Policies

The mean satisfaction score for the population of faculty members with policy (hygiene factor) was 3.84 (Table 25). Overall, a majority of faculty members (70%, n = 58) were slightly to very satisfied with policy aspects of their job and yielded scores between 3.5 and 6.00 on a six point scale. Nearly one-third of the faculty (30.1%, n = 25) were dissatisfied with the policy aspects of their job.

Table 25: Faculty Members' Level of Satisfaction With Policy

<u>Level of Satisfaction</u>	<u>n</u>	<u>%</u>
Very Dissatisfied (0.00 – 1.49)	2	2.4
Moderately Dissatisfied (1.50 – 2.49)	6	7.2
Slightly Dissatisfied (2.50 – 3.49)	17	20.5
Slightly Satisfied (3.5 – 4.49)	33	39.8
Moderately Satisfied (4.5- 5.49)	23	27.7
Very Satisfied (5.5 – 6.00)	2	2.4
Total	83	100.0
Mean= 3.84	SD= 1.00	Median= 3.90

Relationships Between the Motivator-Hygiene Factors and Overall Job Satisfaction

A Pearson's Product moment correlation was calculated to describe the relationship between each of the satisfier and dissatisfier factors and job satisfaction (table 26). All of the Motivator-Hygiene factors, achievement, advancement, recognition, responsibility, work itself, salary, working conditions, interpersonal relations, policies, and supervision, were significantly related to overall job satisfaction. The relationships between the Motivator factors and job satisfaction were as follows: Achievement, $r = .534$; Advancement, $r = .445$; Recognition, $r = .445$; Responsibility, $r = .478$, and Work Itself, $r = .423$. The relationships between the Hygiene factors and job satisfaction were as follows: Interpersonal Relations, $r = .442$; Policy, $r = .527$; Salary, $r = .397$; Supervision, $r = .500$; and Working Conditions, $r = .375$.

Table 26: Relationship of Motivator-Hygiene Factors to Overall Job Satisfaction

Variable	Mean (n = 83)	r	Prob.
<u>Job Satisfiers</u>			
Achievement	4.49	.534	<.001*
Advancement	3.93	.445	<.001*
Recognition	4.26	.445	<.001*
Responsibility	4.43	.478	<.001*
Work Itself	4.87	.423	<.001*
<u>Job Dissatisfiers</u>			
Relationships	4.31	.442	<.001*
Policy	3.84	.527	<.001*
Salary	3.74	.397	<.001*
Supervision	4.08	.500	<.001*
Working Conditions	3.50	.375	.001*

Note: Based on scale: 1=very dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=slightly satisfied; 5=moderately satisfied; 6=very satisfied

* < .05

Level of Satisfaction With Motivator-Hygiene Factors by Gender

Table 27 presents information concerning faculty members' satisfaction with both job satisfier factors and job dissatisfier factors by gender. Female faculty ($n = 8$) were moderately satisfied with the job satisfier factors of work itself ($x = 5.00$) and achievement ($x = 4.57$). Female faculty were slightly satisfied with advancement ($x = 3.79$), recognition ($x = 4.44$), and responsibility ($x = 4.02$). For the job dissatisfier factor of interpersonal relations, females had a mean of 4.69, indicating that they were moderately satisfied. To the contrary, female faculty were slightly dissatisfied ($x = 3.38$) with the working conditions aspect of their jobs. Female faculty were slightly satisfied with the dissatisfier factors of policy ($x = 3.83$), salary ($x = 3.86$), and supervision ($x = 3.92$).

Male faculty ($n = 75$) were slightly satisfied with the satisfier factors of achievement ($x = 4.48$), advancement ($x = 3.79$), recognition ($x = 4.27$), and responsibility ($x = 4.47$). Males were moderately satisfied with the satisfier factor of work itself ($x = 4.86$). Furthermore, males were slightly satisfied with all five of the job dissatisfier factors, interpersonal relations ($x = 4.27$), policy ($x = 3.84$), salary ($x = 3.73$), supervision ($x = 4.10$), and working conditions ($x = 3.51$). There was no significant difference between the levels of satisfaction with satisfier and dissatisfier factors between female and male faculty.

Table 27: Level of Satisfaction With Motivator-Hygiene Factors by Gender

Variable	<u>Females (n=8)</u>		<u>Males (n=74)</u>		t-value	sig.
	Mean	SD	Mean	SD		
<u>Job Satisfiers</u>						
Achievement	4.57	.54	4.48	.68	.377	.71
Advancement	3.79	1.30	3.94	.95	.409	.68
Recognition	4.44	.94	4.27	1.00	.539	.59
Responsibility	4.02	1.31	4.47	.90	1.29	.20
Work Itself	5.00	.79	4.87	.66	.582	.56
<u>Job Dissatisfiers</u>						
Relationships	4.69	.71	4.27	.89	1.30	.20
Policy	3.83	.89	3.84	1.02	.033	.97
Salary	3.86	1.05	3.73	1.11	.319	.75
Supervision	3.92	1.02	4.10	1.26	.398	.69
Working Conditions	3.38	1.24	3.51	.96	.365	.72

Note: Based on scale: 1=very dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=slightly satisfied; 5=moderately satisfied; 6=very satisfied

Relationships Between the Motivator-Hygiene Factors and Overall Job Satisfaction By Gender

For female faculty (n = 8), only one of the satisfier factors, recognition, was significantly related to overall job satisfaction (Table 28). None of the job dissatisfier factors were significantly related to job satisfaction for female faculty. For male faculty (n = 75), all of the job satisfier and job dissatisfier factors were significantly and positively related to overall job satisfaction (Table 27).

Table 28: Relationship Between Job Satisfier Factors and Overall Job Satisfaction by Gender

Variable	<u>Females (n= 8)</u>		<u>Males (n= 75)</u>	
	r	Sig.	r	Sig.
<u>Job Satisfiers</u>				
Achievement	.576	.135	.567	<.001*
Advancement	.583	.129	.416	<.001*
Recognition	.769	.026*	.434	<.001*
Responsibility	.480	.229	.458	<.001*
Work Itself	.637	.090	.416	<.001*
<u>Job Dissatisfiers</u>				
Relationships	.463	.248	.505	<.001*
Policy	.506	.201	.550	<.001*
Salary	.388	.342	.422	<.001*
Supervision	.700	.053	.485	<.001*
Working Conditions	.539	.168	.347	.003*

*p < .05

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University. In addition, this study investigated the overall level of job satisfaction of male and female faculty in the College of Food, Agricultural, and Environmental Sciences. To guide this study the following research objectives were formulated.

1. Describe selected demographic characteristics of faculty from the College of Food, Agricultural, and Environmental Sciences at The Ohio State University.
2. Describe the relationship between faculty's level of job satisfaction and selected demographic variables by gender.
3. Describe the differences between overall job satisfaction scores of faculty by gender.
4. Describe the differences between job satisfier factor scores of faculty by gender.
5. Describe the differences between job dissatisfier factor scores of faculty by gender.
6. Describe the relationship between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and overall job satisfaction of faculty by gender.

7. Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

Methodology

This study was conducted during the Spring of 1999. The study was designed to describe the overall job satisfaction of the faculty members, selected demographic characteristics of the faculty, satisfaction with the motivator-hygiene factors, relationships between demographics and job satisfaction, and the relationships between the motivator-hygiene factors and job satisfaction and differences between genders.

The questionnaire consisted of three parts; the Brayfield-Rothe, "Job Satisfaction Index" Wood's (1973) instrument, and demographic variables. Part I of the instrument contained the Brayfield-Rothe "Job Satisfaction Index" as modified by Warner (1973). The "Job Satisfaction Index" considers all facets of the job when measuring job satisfaction, utilizing a five-point Likert type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Part II of the questionnaire consisted of Wood's instrument, as modified by the researcher, to measure Herzberg's (1959) motivator-hygiene factors. Wood's instrument consisted of a six-point Likert type scale with responses varying from 1 (very dissatisfied) to 6 (very satisfied). The faculty members' perceptions of the motivator-hygiene factors: achievement, advancement, recognition, responsibility, the work itself, supervision, salary, interpersonal relationships, policy and administration, and working conditions were measured by Wood's (1973) instrument in Part II.

The demographic variables of faculty members were obtained in Part III of the questionnaire. The demographic variables investigated in the study were age, gender, tenure status, highest degree earned, years of experience as faculty at The Ohio State University, total years of experience as a faculty, percentage of time devoted to various responsibilities, and tenure initiating unit.

Content validity was established by a panel of experts consisting of teacher educators, upper level College administrators, and graduate students in the Department of Human and Community Resource Development at The Ohio State University. Each of the experts on the panel was asked to examine the instrument based on content, clarity, wording, length, format, and overall appearance.

Reliability was determined based on usage in prior studies of job satisfaction and the recommendations of researchers. Cano and Miller (1992), Padilla-Vellez (1993), and Cano, Castillo, and Conklin (1997) used the same instrument in similar forms. It was recommended to continue using the same instrument in further studies of job satisfaction (Cano, Castillo, and Conklin, 1997).

The study was conducted in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University, on the Columbus campus only. Questionnaires were administered to all faculty members located at the Columbus campus in the college (N = 172). A total of 148 faculty members returned their questionnaires for a response rate of 86.0 percent. The number of usable respondents for determining overall job satisfaction was 142 (82.6%). The number of usable respondents for determining demographics variables was 137 (79.7%). For part II of the instrument, data was not considered usable unless the respondent answered all 80 questions, which further limited

the usable rate to 48.3% (n = 83) for determining satisfaction with the Motivator-Hygiene factors.

A cover letter, instrument, and self-addressed campus mail envelope were mailed on March 29, 1999. A reminder postcard was sent to all non-respondents one week after the first mailing. Two weeks after the first mailing a second complete mailing of the instrument and revised cover letter was sent to all non-respondents. A third complete mailing was sent to non-respondents two weeks after the second mailing.

All instruments and data were coded to track non-respondents. The data were analyzed using the Statistical Package for the Social Sciences, Personal Computer version (SPSS/PC+). Correlation coefficients were interpreted using Davis' (1971) descriptors.

Results

Overall Satisfaction With Factors

Mean scores were calculated on a 6 point Likert-type scale with scores ranging from 1 (very dissatisfied) to 6 (very satisfied). The mean scores were used to determine the level of satisfaction of faculty with the job satisfier factors. Mean scores ranged from 3.93 for responsibility to 4.87 for the work itself. Faculty were slightly satisfied with the achievement, recognition, advancement, and responsibility aspects of the job. Work itself ($\bar{x} = 4.87$) was the most satisfying of the satisfier factors, with faculty being moderately satisfied. Female faculty were moderately satisfied with achievement and the work itself; and slightly satisfied with advancement, recognition, and responsibility. Male faculty were moderately satisfied with the work itself and slightly satisfied with achievement, advancement, recognition, and responsibility.

A majority of the faculty members (91.5%) were satisfied with the factor of achievement. Eighty-five and one-half percent of the faculty members were satisfied with their level of recognition. Nearly all of the faculty (98.8%) were satisfied with the work itself, while 69 percent of the faculty were satisfied with the advancement aspects of their jobs. Also, a majority of the faculty (88%) were satisfied with the satisfier factor of responsibilities.

Means were calculated for each of the dissatisfier factors for the entire population of faculty members to determine their level of satisfaction with the job dissatisfier factors. The means for the job dissatisfier factors were: interpersonal relations, $x = 4.31$; policy, $x = 3.84$; salary, $x = 3.74$; supervision, $x = 4.08$; and working conditions, $x = 3.50$. The calculated means for the entire population were between 3.50 (working conditions) and 4.31 (interpersonal relations) on a six-point scale, indicating that faculty were slightly satisfied with each of the job dissatisfier factors. Females were moderately satisfied with interpersonal relations aspect of their jobs $x = 4.69$; slightly satisfied with policy, $x = 3.83$; salary, $x = 3.86$; and supervision, $x = 3.92$; and were slightly dissatisfied with working conditions, $x = 3.38$. Mean scores for the male faculty varied from 3.51 (working conditions) to 4.27 (interpersonal relations), and indicated that males were slightly satisfied with all of the job dissatisfier factors (interpersonal relations, $x = 4.27$; policy, $x = 3.84$; salary, $x = 3.73$; supervision, $x = 4.10$; and working conditions, $x = 3.38$).

A majority of faculty member (62.6%) were satisfied with the dissatisfier factor of salary. Only a slight majority (51%) of faculty were satisfied with the working conditions aspect of their jobs, while 84 percent were satisfied with the hygiene factor of

interpersonal relations. Seventy-two percent of the faculty had mean scores indicating satisfaction with the dissatisfier factor of supervision, and 70 percent were satisfied with the policy aspects of their jobs.

Overall Job Satisfaction

The overall level of job satisfaction among faculty was measured using the Brayfield-Rothe Job Satisfaction Index (1951), which constituted of Part I of the instrument. The overall job satisfaction score for faculty in the College of Food, Agricultural, and Environmental Sciences was 4.02 on a five-point scale. A majority of the faculty (55.6%, $n = 79$) were very satisfied with their jobs. Thirty-nine percent ($n = 56$) of the faculty had mean scores between 3.01 and 4.00 indicating that they were moderately satisfied. Seven of the respondents ($n=142$) had mean scores of less than 3.01, indicating that they were dissatisfied with their job.

Research Objective 1.

Describe selected demographic characteristics of faculty from the College of Food, Agricultural, and Environmental Sciences. Gender, tenure status, age, years at The Ohio State University, years of experience in higher education, area of tenure initiating unit, and percentage of time dedicated to responsibilities were the demographic variables examined in the study.

A majority of the faculty (80%) were between the ages of 41 and 60 years of age. Eighty-eight percent of the faculty members were males and 12 percent were females. Eighty percent of faculty had earned tenure, while 20 percent were non-tenured. All of the respondents indicated that they had earned their doctorate degree. A majority of the

faculty (60.6%) had been at The Ohio State University for less than sixteen years. Fifty-five percent of the faculty had between 9 and 25 years of experience in higher education.

Teaching and research were the two job responsibilities in which faculty spent the most time. As a whole, faculty spent about one-third (33.6%) of their time in teaching responsibilities and 29 percent of their time with research responsibilities. Time spent working with student organizations was the responsibility with the lowest mean (1.41%). Agricultural, Environmental, and Developmental Economics was the tenure initiating unit with the highest percentage of respondents (19%), followed by the School of Natural Resources with 17 percent of the respondents. The area with the lowest number of respondents was Ohio State University Extension with only 2.2 percent.

Research Objective 2.

Describe the relationship between faculty's level of job satisfaction and selected demographic variables. Relationships were examined between overall job satisfaction and age, years at The Ohio State University, and years of experience in higher education.

Means for age, years at The Ohio State University, and years of experience in higher education were compared by gender. Male faculty were found to be significantly older than female faculty in the College of Food, Agricultural, and Environmental Sciences. Males also had significantly more years of experience at The Ohio State University and significantly more years of experience in higher education.

Pearson's correlations were calculated to examine the relationships between age, years at The Ohio State University, and years of experience in higher education and job satisfaction. There were no significant relationships between job satisfaction and age, years at Ohio State, and years of experience in higher education.

Research Objective 3.

Describe the relationship between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and overall job satisfaction of faculty by gender.

The relationship between job satisfier factors and overall job satisfaction was examined for the population and by gender. For the population of faculty, each of the five satisfier factors were significantly and positively related to overall job satisfaction (achievement, $r = .53$; advancement, $r = .44$; recognition, $r = .44$; responsibility, $r = .47$; work itself, $r = .42$). Similarly, for male faculty, all of the job satisfier factors were significantly related to overall job satisfaction (achievement, $r = .56$; advancement, $r = .41$; recognition, $r = .43$; responsibility, $r = .45$; work itself, $r = .41$). For female faculty, only recognition was significantly related to job satisfaction (achievement, $r = .57$; advancement, $r = .58$; recognition, $r = .76$; responsibility, $r = .48$; and work itself, $r = .63$).

Research Objective 4.

Describe the relationship between selected job dissatisfier factors (interpersonal relations, policy and administration, salary, supervision, and working conditions) and overall job satisfaction of faculty by gender.

All of the job dissatisfier factors had significant relationships with overall job satisfaction for the population. The correlations for the dissatisfier factors for the population were: interpersonal relations, $r = .44$; policy, $r = .52$; salary, $r = .39$; supervision, $r = .50$; and working conditions, $r = .37$. None of the dissatisfier factors were related to job satisfaction for female faculty (interpersonal relations, $r = .46$; policy,

$r = .50$; salary, $r = .38$; supervision, $r = .70$; and working conditions, $r = .53$). For male faculty, each one of the five job dissatisfier factors was significantly related to overall job satisfaction (interpersonal relations, $r = .50$; policy, $r = .55$; salary, $r = .42$; supervision, $r = .48$; and working conditions, $r = .34$).

Conclusions and Implications

The following conclusions were based on the specific findings of this study:

1. Faculty membership in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University is a male dominated profession. This is evidenced in the results of the study that revealed that male faculty were significantly older, had significantly more years of experience at The Ohio State University, and had significantly more years of experience in higher education than their female counterparts.

The results concerning the demographic characteristics of the faculty in this study could be useful to the administration of the College of Food, Agricultural, and Environmental Sciences and to the faculty members themselves. The administration can have a clear description of the characteristics of its faculty members. Therefore, administrators can seek methods to meet the needs of its faculty employees. For the faculty members, the results of the demographic variables can provide more information regarding their co-workers; and as a result promote better relationships within the workforce.

2. Faculty in the College of Food, Agricultural, and Environmental Sciences are

generally satisfied with their jobs. The findings of this study are similar to those of Diener (1984), Sotterlee (1988), Hutton and Jobe (1985), Seegmiller (1977), Wolfson (1986), and Willie and Stecklin (1982), who investigated faculty job satisfaction at other universities. Similar conclusions were also drawn in other studies of faculty at The Ohio State University by Poling (1990) and Bowen (1980).

There were no prior studies focusing solely on the faculty on the Columbus campus, of the College of Food, Agricultural, and Environmental Sciences. Therefore, the previous level of satisfaction among the faculty of the College of Food, Agricultural, and Environmental Sciences was not known.

Information concerning the level of job satisfaction of the faculty in each of the college's ten departments is contained in the results of this study. The results of this study should be of use to the administrators, the department chairs, and the faculty members of the College of Food, Agricultural, and Environmental Sciences because it provides information concerning the level of job satisfaction of the faculty in the college.

Because the results indicate that faculty members are satisfied with their jobs, college administration can be confident in the stability of their faculty work force. Administrators can also use the results of this study to promote the College of Food, Agricultural, and Environmental Sciences, since 95 percent of the faculty indicated they were satisfied with their jobs, which is an indication of quality human resource management practices. Mertler (1992) stated that satisfied teachers resulted in motivated students and increased student achievement. With this in mind, administrators can use

the results of this study to attract students to the college, based on the results of faculty being satisfied with their jobs.

Department chairs can use the information concerning the level of satisfaction within their own departments in comparison to the level of satisfaction of the faculty in the college. This will allow chairs to attempt to improve the level of satisfaction among faculty within their department.

The individual faculty members can compare the results of the study to their individual level of satisfaction. It would also be beneficial for faculty to discuss their perceptions about their jobs with other faculty as well as with administrators for the College of Food, Agricultural, and Environmental Sciences.

3. The faculty members' age, years of experience at The Ohio State University, and years of experience in higher education are independent of job satisfaction levels. Most job satisfaction studies have shown no significant relationship between job satisfaction and gender (Jones, 1985). Wolfson (1986) had similar conclusions regarding age of faculty members, with no significant relationship between age and job satisfaction. No study has been conducted at The Ohio State University to examine the possible relationships between years at The Ohio State University or years of experience in higher education, and level of job satisfaction.

Since none of the demographics were significantly related to the level of job satisfaction, administrators in the College of Food, Agricultural, and Environmental Sciences should not consider age, years of experience at The Ohio State University, or years experience in higher education as reasons for job dissatisfaction among the faculty.

The administrators should use the results of the study to examine reasons why there is a significant difference between level of satisfaction between male faculty and female faculty. Administrators should investigate reasons as to why female faculty are less satisfied than their male counterparts.

4. The work itself, achievement, and responsibility are the most satisfying aspects of faculty members' jobs. The least satisfying aspects of faculty members' jobs are working conditions and salary. Wolfson (1986), Seegmiller (1977), and Diener (1984) drew similar conclusions in studies of faculty job satisfaction at several other institutions.

The results of this study, which led to this conclusion, can be of use to administrators, department chairs, and faculty members in the College of Food, Agricultural, and Environmental Sciences. The information gained from these results is extremely important because it indicates which factors of the job lead towards satisfaction and dissatisfaction for the faculty.

Administration and department chairs can use this information to help improve the satisfaction of the faculty. By knowing that faculty are most satisfied with the motivation factors of the work itself, achievement, and responsibility; administrators and department chairs can examine their existing situation and take note of what is contributing towards the current level of satisfaction among faculty. Furthermore, knowing that faculty are least satisfied with the working conditions and salary, administrators can work towards improving those facets of the job to increase satisfaction. It is important for the administration to improve the level of satisfaction of

faculty with each of the Motivator-Hygiene factors, not only to increase the level of overall job satisfaction among the faculty, but also to make the College of Food, Agricultural, and Environmental Sciences a more compelling place to work.

The work itself, recognition, and achievement are considered motivator factors (Herzberg et al., 1959). Motivator factors contribute to job satisfaction when present, but do not cause dissatisfaction in their absence. For example, in this study, faculty members' high level of satisfaction with the work itself, recognition, and achievement were related to the relatively high percentage of faculty who were satisfied with their jobs. In contrast, salary and working conditions are hygiene factors that contribute to dissatisfaction (Herzberg et al., 1959). When absent, they cause individuals dissatisfaction with their job, but satisfaction with hygiene factors does not necessarily lead to satisfaction with the overall job.

Faculty members should be aware of the results to accurately assess the aspects of their job that are most satisfying and least satisfying to themselves. By realizing this, faculty can better communicate their concerns for the various aspects of their jobs to their department chair and/or college administrators. Through added input along with the results of this study, faculty can help administration to improve the aspects of the job that faculty are least satisfied with.

5. All of the motivator-hygiene factors were significant in relation to the level of job satisfaction of faculty in the College of Food, Agricultural, and Environmental Sciences. Of the reviewed studies concerning job satisfaction of college faculty, only Sotterlee (1988) found all of the Motivator-Hygiene factors to be significant in relation to overall job satisfaction.

The significant relationships between the job satisfier and job dissatisfier factors and job satisfaction are of importance to administrators in the College of Food, Agricultural, and Environmental Sciences and the respective department chairs. Administrators should be aware that the results of this study indicate that all of the Motivator factors (achievement, advancement, recognition, responsibility, and the work itself) and all of the Hygiene factors (interpersonal relations, policy, salary, supervision, and working conditions) are significantly related to the level of job satisfaction among the faculty members. These results provide the administrators and department chairs with the factors that are important in determining job satisfaction. Furthermore, administrators can use this research to address the specific factors in an effort to increase the level of overall job satisfaction among the faculty members.

The results that indicated all of the Motivator-Hygiene factors were significantly related to overall job satisfaction are also important to the faculty members themselves. By understanding what aspects of their jobs are significantly related to their overall job satisfaction, the faculty can examine their own satisfaction with those factors. Consequently, faculty can better communicate to the administration their concerns with the specific aspects of the job that will help increase their overall satisfaction.

Recommendations

Based on the results and conclusions of this study, it is recommended that:

1. The administrators of the College of Food, Agricultural, and Environmental Sciences and the respective department chairs should discuss the results of this study with faculty members to determine how to maintain the current level of satisfaction and possibly improve upon it. Discussing the results of this study with faculty, is important

to administrators to determine how to maintain the current level of satisfaction with a majority of the factors. Furthermore, it is important that administrators improve the level of satisfaction with the Hygiene factors of salary and working conditions to prevent dissatisfaction among the faculty.

2. Administration in the College of Food, Agricultural, and Environmental Sciences should investigate possible causes for the significant difference in satisfaction between male and female faculty. Female faculty were significantly less satisfied with their jobs than their male counterparts. There was also a concern for confidentiality among a few female faculty. Several non-responding female faculty phoned to indicate that they would not respond because they were concerned with confidentiality. Also, several other female faculty wrote concerns in the “Comments” portion of the questionnaire indicating concern about their department chair. These problems and concerns were only indicated by female faculty, and could possibly be related to the low level of female job satisfaction. A discussion between administrators and female faculty concerning this issue would be important to allow female faculty to give input concerning how to increase their level of job satisfaction.

3. The College of Food, Agricultural, and Environmental Sciences should inform faculty that the demographic characteristics of tenure status, age, years of experience at The Ohio State University, and years of experience in higher education were not related to overall job satisfaction. Therefore, if individual faculty members become dissatisfied with their jobs, they will know that these demographic characteristics did not affect their level of satisfaction, and that they should consider other reasons for their dissatisfaction.

4. The aspects of the job that contribute to the Hygiene factor of working conditions

should be examined by administrators to find ways to improve the level of satisfaction among faculty with the working conditions. The factors contributing to the working conditions include hours worked, instructional equipment, work schedule, paperwork, classroom and laboratory facilities, and money for supplies, equipment, and teaching aids.

5. Those individuals, such as college and university administrators, who are responsible for determining faculty members' salaries should examine the procedures and factors used in determining salaries. Salary had the second lowest level of satisfaction of the Motivator-Hygiene factors, and thus should be improved to prevent faculty dissatisfaction with their salary.

Need for Further Study

This study should be replicated in similar forms with various populations of faculty in the field of higher education. The results, conclusions, and recommendations of this study are unique to the population that has been sampled, and cannot be assumed as true for other populations of faculty at the university level. Faculty in other sectors of the College of Food, Agricultural, and Environmental Sciences, faculty at the Agricultural Technical Institute, and faculty at the Ohio Agricultural Research and Development Center, have not been studied for either their level of job satisfaction or their level of satisfaction with the Motivation-Hygiene factors. The level of job satisfaction is also not known for faculty in other colleges at The Ohio State University, for staff of the College of Food, Agricultural, and Environmental Sciences, for staff in other colleges at The Ohio State University, and for populations at many other land grant, state, and private institutions of higher education.

Furthermore, future studies with other populations should continue to examine both the relationships between demographic variables and overall job satisfaction, as well as the relationships between the Motivator-Hygiene factors and overall job satisfaction. Other studies have found demographic variables to be related to job satisfaction that were found to not be related in this study. There is a great deal of discrepancies between studies concerning the relationships between demographic variables and job satisfaction. Moreover, only one previous study (Sotterlee, 1988) found all of the Motivator-Hygiene factors to be related to job satisfaction, as was a finding in this study. Just as with demographic variables, there has been much disagreement as to the relation of the level of satisfaction with Motivator-Hygiene factors to level of job satisfaction.

Finally, it is of importance to replicate this study with the same population of faculty members in several years. Future studies will be able to determine if the level of satisfaction among faculty in the College of Food, Agricultural, and Environmental Sciences will have changed since this study was conducted. This will help the administration in the college to determine if they are being effective in their efforts to maintain and/or increase the current level of job satisfaction among the faculty.

APPENDIX A
INSTRUMENT



**Department of Human and Community Resource Development
2120 Fyffe, Ag Admin.
Columbus, OH 43210**

JOB SATISFACTION AMONG FACULTY OF THE COLLEGE OF FOOD AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

PART I: JOB SATISFACTION

Directions: Some jobs are more satisfying than others. Please **circle** the response following each statement that best describes how you feel about your job.

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Example:

Your Feeling:

A. I enjoy my work.

SD D U A SA

- | | | |
|-----|---|-------------|
| 1. | My job is usually interesting enough to keep me from getting bored. | SD D U A SA |
| 2. | It seems that my friends are more interested in their jobs than I am. | SD D U A SA |
| 3. | I consider my job rather unpleasant. | SD D U A SA |
| 4. | I am often bored with my job. | SD D U A SA |
| 5. | I feel fairly satisfied with my job. | SD D U A SA |
| 6. | Most of the time I have to force myself to go to work. | SD D U A SA |
| 7. | I definitely dislike my work. | SD D U A SA |
| 8. | I feel that I am happier in my work than most other people. | SD D U A SA |
| 9. | Most days I am enthusiastic about my work. | SD D U A SA |
| 10. | Each day of work seems like it will never end. | SD D U A SA |
| 11. | I like my job better than most faculty members do. | SD D U A SA |
| 12. | My job is fairly uninteresting. | SD D U A SA |
| 13. | I find real enjoyment in my work. | SD D U A SA |
| 14. | I am disappointed that I took this job. | SD D U A SA |
| 15. | I enjoy my work more than my leisure time. | SD D U A SA |
| 16. | My job is like a hobby to me. | SD D U A SA |
| 17. | I am satisfied with my job for the time being. | SD D U A SA |
| 18. | I feel that my job is no more interesting than others I could get. | SD D U A SA |

PART II: JOB FACTORS

Directions: For each of the following items, circle the response which best represents your level of job satisfaction.

1 = Very Dissatisfied 2 = Moderately Dissatisfied 3 = Slightly Dissatisfied		4 = Slightly Satisfied 5 = Moderately Satisfied 6 = Very Satisfied	
Example:		Very Dissatisfied	Very Satisfied
19.	The amount of time spent lecturing.	1	2 3 4 5 6

How satisfied am I with:

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | My actual achievement of work-related goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The immediate results of my work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | The adoption of practices which I recommend. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Personal goal attainment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Students following the practices being taught. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Observing students' growth and success over a period of time. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | The extent to which I am able to objectively evaluate my accomplishments. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Opportunities for increased responsibility in education. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Opportunities provided for personal growth in education compared with growth in other fields. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | My participation in in-service education for professional growth. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Types of in-service provided for me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Opportunities to grow professionally through formal education. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Opportunities to attend professional conferences, workshops, etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Monies provided for travel to professional conferences, workshops, etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | The understanding that my administrators and I have for each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | The friendliness of my co-workers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | The cooperation from other faculty in my department. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | The cooperation from other faculty in the college. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | Faculty-student relationships. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | Overall school relations among faculty, students, and staff. | 1 | 2 | 3 | 4 | 5 | 6 |

Key						
1 = Very Dissatisfied			4 = Slightly Satisfied			
2 = Moderately Dissatisfied			5 = Moderately Satisfied			
3 = Slightly Dissatisfied			6 = Very Satisfied			
21.	Professional relationships on the job.		1	2	3	4 5 6
22.	Personal relationships on the job.		1	2	3	4 5 6
23.	My involvement in making decisions.		1	2	3	4 5 6
24.	The extent to which I am informed about matters affecting me.		1	2	3	4 5 6
25.	Procedures used to select faculty for promotions.		1	2	3	4 5 6
26.	The extent to which administrative policies are understood by faculty.		1	2	3	4 5 6
27.	The extent to which administrative procedures are understood by faculty.		1	2	3	4 5 6
28.	The administrative procedures used to carry out educational programs.		1	2	3	4 5 6
29.	The extent to which administrative policies are actually followed.		1	2	3	4 5 6
30.	The extent to which administrative procedures are actually followed.		1	2	3	4 5 6
31.	The extent to which policies meet the needs of faculty.		1	2	3	4 5 6
32.	The educational philosophy which prevails in our college.		1	2	3	4 5 6
33.	The recognition of my accomplishments by my co-workers.		1	2	3	4 5 6
34.	My recognition compared to the recognition of co-workers.		1	2	3	4 5 6
35.	The recognition I get from my administrator.		1	2	3	4 5 6
36.	Publicity given to my work and ideas.		1	2	3	4 5 6
37.	The number of classes for which I am responsible.		1	2	3	4 5 6
38.	The authority I have to get the job done.		1	2	3	4 5 6
39.	The total amount of responsibility I have.		1	2	3	4 5 6
40.	My responsibilities compared with those of my co-workers.		1	2	3	4 5 6
41.	Committee responsibilities.		1	2	3	4 5 6

Key

1 = Very Dissatisfied
2 = Moderately Dissatisfied
3 = Slightly Dissatisfied

4 = Slightly Satisfied
5 = Moderately Satisfied
6 = Very Satisfied

42.	Responsibilities outside my major area of interest.	1	2	3	4	5	6
43.	The method used to determine my salary.	1	2	3	4	5	6
44.	The range of salaries paid to faculty in our college.	1	2	3	4	5	6
45.	The top salary available to faculty compared to similar positions in other fields.	1	2	3	4	5	6
46.	My salary compared to that of people with similar training in other professions.	1	2	3	4	5	6
47.	The amount of my salary.	1	2	3	4	5	6
48.	The adequacy of my fringe benefits.	1	2	3	4	5	6
49.	The adequacy of my raises.	1	2	3	4	5	6
50.	On-the-job supervision given by my administrator.	1	2	3	4	5	6
51.	The competence of my administrator to give leadership.	1	2	3	4	5	6
52.	Personal encouragement given by my administrator.	1	2	3	4	5	6
53.	The willingness of my administrator to delegate authority.	1	2	3	4	5	6
54.	Authority delegated by my administrator.	1	2	3	4	5	6
55.	Duties delegated by my administrator.	1	2	3	4	5	6
56.	Counsel and guidance given by my administrator.	1	2	3	4	5	6
57.	The initiation of innovations by my administrator.	1	2	3	4	5	6
58.	The fairness of my administrator.	1	2	3	4	5	6
59.	The sensitivity of my administrator to my needs.	1	2	3	4	5	6
60.	The consistency of my administrator.	1	2	3	4	5	6
61.	Specific on-the-job training offered by my department.	1	2	3	4	5	6
62.	The ability to work with an advisory committee.	1	2	3	4	5	6
63.	The interesting aspects of teaching.	1	2	3	4	5	6
64.	The challenging aspects of teaching.	1	2	3	4	5	6
65.	My level of enthusiasm about teaching.	1	2	3	4	5	6
66.	The interesting aspects of research.	1	2	3	4	5	6
67.	The challenging aspects of research.	1	2	3	4	5	6
68.	My level of enthusiasm about research.	1	2	3	4	5	6
69.	The number of hours I work each week.	1	2	3	4	5	6

Key

1 = Very Dissatisfied
2 = Moderately Dissatisfied
3 = Slightly Dissatisfied

4 = Slightly Satisfied
5 = Moderately Satisfied
6 = Very Satisfied

70.	My work schedule compared to that of similar positions in other fields.	1	2	3	4	5	6
71.	The adequacy of instructional equipment.	1	2	3	4	5	6
72.	The number of class preparations per week.	1	2	3	4	5	6
73.	My work schedule compared to that of co-workers.	1	2	3	4	5	6
74.	The amount of paperwork my position requires.	1	2	3	4	5	6
75.	My classroom facilities.	1	2	3	4	5	6
76.	My laboratory facilities.	1	2	3	4	5	6
77.	Monies for supplies.	1	2	3	4	5	6
78.	Monies for equipment.	1	2	3	4	5	6
79.	Monies for teaching aids.	1	2	3	4	5	6
80.	Considering all aspects of my job as a faculty member, my overall level of job satisfaction is ..	1	2	3	4	5	6

Part III: BACKGROUND INFORMATION

Directions: Please complete the following questions by "filling in" or checking (✓) the appropriate blank.

- How old are you?
____ Years
- What is your gender?
____ Female
____ Male
- Do you have tenure?
____ Yes
____ No
- Highest earned degree:
____ Doctorate

____ Master's

____ Bachelors

Other, please specify _____

5. How many years have you been a faculty member at the Ohio State University?

____ Years

6. How many total years have you been a faculty member in higher education?

____ Years

7. Please indicate the percentage of time you are devoting to each of the following activities during the current academic year. Please use whole numbers and have your total equal 100%.

____ Administrative duties

____ Advising students

____ Committees

____ In-Service Education

____ Teaching

____ Research Activities

____ Student Organization Activities

____ Other, please specify _____

100% Total

8. In which of the following areas is your tenure initiating unit?

____ Agricultural, Environmental, and Developmental Economics

____ Animal Sciences

____ Food, Agricultural, and Biological Engineering

____ Food Science and Technology

____ Horticulture and Crop Sciences

____ Human and Community Resource Development

____ Ohio State University Extension

____ School of Natural Resources

____ Plant Pathology

☞☞☞ COMMENTS ☞☞☞

Thank you in advance for the information that you have provided. Please return the instrument in the enclosed stamped envelope to:

*Department of Human and Community Resource Development
208 Ag. Admin. Bldg
2120 Fyffe Road
Columbus, OH 43210*

APPENDIX B

THE PANEL OF EXPERTS FOR CONTENT VALIDITY

PANEL OF EXPERTS

The following people from the Department of Human and Community Resource Development, The Ohio State University, served on the panel of experts:

Dr. Jamie Cano, Associate Professor

Dr. L. H. Newcomb Senior Associate Dean, Academic Affairs

Jaime X. Castillo Graduate Student and former Extension Agent for
Agriculture in New Mexico

Tracy Kitchel Graduate Student

John Solonika Graduate Student

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